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ABSTRACT

Many educators advocate the use of projects in the science classroom. This document describes an effort (LabNet) that has successfully implemented a program that allows students to learn science using projects. Chapter 1, "An Introduction to LabNet" (Richard Ruopp, Megham Pfister), provides an initial framework for understanding the LabNet project. Chapter 2, "From Current Practice to Projects" (Richard Ruopp, Sarah Haavind), examines the background of the project by providing a glimpse into today's physic classroom and reviewing a brief history of project science as an idea and in practice. Chapter 3, "Shifting the Approach to Science and Teaching" (Shahaf Gal, Greg Lockett, Mary Ethel Parrott), presents evaluation results from LabNet. Chapter 4, "Support and Leadership in a Community of Practice" (Shahaf Gal), portrays LabNet teachers' involvement in their community. Chapter 5, "Design for a Science Network" (Brian Drayton), asks the question: Given what we now know from the LabNet experience, how should a telecommunication network be designed to serve science teachers? Chapter 6, "Reflections on Project-Enhanced Science Learning-Teachers," is a collection of seven essays by teachers. Chapter 7, "Reflections on Project-Enhanced Science Learning-TERC Staff," presents seven essays that contrast science which students see with the science of the scientist. Chapter 8, "Agenda for an Uncertain Future (Richard Ruopp), ties together threads that weave throughout this book. Appendixes include a collaborative evaluation conducted on a network, a teacher questionnaire and summaries of big idea grants. (ZWH)

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